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ABSTRACT

This Child Development Associate (CDA) training module, the sixth in a series of 16, provides an introductory course in the development of motor skills in children. In the first two sections, the importance and characteristics of motor development are briefly discussed. Maturation factors and predictable patterns and stages in motor development are emphasized. It is emphasized that children vary considerably in their rate of motor development. The sequence of motor development from birth to age 6 is outlined in a chart and elaborated in the text. Gross and fine motor skills checklists as well as guidelines for using the skills checklists are included. This module focuses on specific behaviors that directly relate to CDA Competency 2. (RH)

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HELPING YOUNG CHILDREN DEVELOP MOTOR SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

Child Development Associate

Pilot Project

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MODULE VI

PS 010532

Our Lady of the Lake University of San Antonio

San Antonio, Texas

HELPING YOUNG CHILDREN DEVELOP MOTOR SKILLS IN A BILINGUAL-MULTICULTURAL ENVIRONMENT

Joyce H. Coleman

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A C K N O W L E D G E M E N T S

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PREFACE

In a few short years the newborn infant develops from a helpless being to one that is able to move about and interact with people and things in the environment. The ability to do this begins with the child's development of motor skills. Being able to control his body is important to the child because of the independence, positive self-esteem, self-enjoyment and social freedom it provides.

This module "Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment," was developed because an understanding of how young children develop motor skills is essential for a pre-school teacher, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation,

reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An awareness of how young children develop.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE II.- Advance Physical and Intellectual Competence

Functional Area: Physical

This module is sixth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective .

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

P R E - T E S T

1. List and explain at least four reasons why motor development is important.

2. From studies that have been made of young children's motor development, list and explain three important facts that have been learned.

3. List at least six behaviors that are characteristic of the motor development of an infant.

4. Administer the motor skills checklist to at least eight children.

5. Explain how you would use the information obtained from the motor skills checklist.

GLOSSARY

An understanding of the following words will help you better understand the content of this module.

Balance Beam -- a long square piece of wood on which the child walks to achieve gross motor coordination

Coordination -- the muscles acting together in a smooth way

Eye-Hand Coordination -- the ability to coordinate physical movements with eye movements

Fetus -- a developing human from usually three months after conception to birth

Fine Motor -- a learned behavior which requires the use of the small body muscles, usually the fingers and hands.

Gross Motor -- a learned behavior which requires the use of large body muscles, usually hand, arm and leg muscles.

Interact -- children communicating physically and/or verbally with one another

Learning Style -- a particular set of characteristics that make up the way one approaches learning

Maturation -- the emergence of personal characteristics and behaviors through the growth processes

Motor Skills -- activities that enable one to move about in space; to use the body to perform physical tasks

Neurological -- relating to the nervous system

Randomly -- lacking a definite pattern

Reinforcement -- that special attention given to a child that can be negative or positive

INTRODUCTION

Motor development is one of the most important and rapid areas of development during the early years of life. The infant develops from a helpless individual to a young child who is relatively independent of others in a few short years.

We are told that motor development actually begins before birth. During the third month of pregnancy the unborn fetus has muscles that are developed well enough for the arms and legs to move spontaneously. Because the infant's neurological system is not completly developed at birth, most of the infants movements are random and uncoordinated and involve large areas of the body. However, during the first four or five years of life, the child gains control over gross movements enabling him to balance, walk, run, jump, climb, skip, etc. As the gross movements develop, the smaller muscles also begin to develop. With fine muscle development the child is able to grasp, throw, catch, draw, write, button, tie shoes etc.

Unless there are physical or mental handicaps or the child is restricted from physical activity, the average six year old child will have developed motor skills that will enable him to meet the demands of school and to participate in play activities of his peers. This section of the module will discuss the importance of motor development, some characteristics of motor development, and the sequence of motor

development. A gross motor and fine motor skills checklist is included in the section for your use in determining where the children in your classroom are in the development of their motor skills. This information will help you plan motor activities that will meet the children's developmental needs.

IMPORTANCE OF MOTOR DEVELOPMENT

Being able to control one's body efficiently is important for a number of reasons. It contributes to good physical health, good mental health, the ability to entertain one's self, the achievement of independence, the development of a good self concept, and the development of socialization skills. The following discussion will explain why good motor development is important.

Good Physical Health. When children engage in physical play and other active activities, the respiratory system and the circulatory system are stimulated and the flow of blood is increased. This enables the body cells to receive more nourishment and allows wastes that collect in the cells to be more effectively removed. Proper nourishment to cells and effective removal of waste materials are essential to good physical health. Physical exercise also strengthens the bones and muscles which contributes greatly to good physical health.

Good Mental Health. Good motor control and adequate opportunities for physical activity will provide a release for emotional tensions, anxiety and frustrations and promote good mental health. When children do not have a proper way to release pent-up energy caused by strong emotions such as fear, anger, jealousy, insecurity, etc., emotional problems can arise that prevent them from developing positive, healthy attitudes toward themselves and life. Mentally unhealthy children sometimes release their emotions through fights, temper tantrums, self pity, pouting, withdrawal, restlessness, hyperactivity, etc. Providing adequate opportunities for physical exercise is very important for the mental health of the pre-school child.

Ability to Entertain One's Self. Being able to effectively control and manipulate one's body is important if the child is to learn to entertain himself/herself. Sometimes in the pre-school years opportunities for group play are limited and the child is forced to play alone. If the child's motor development is too poor to enable him to play with his toys, the child may become bored, fretful, demanding of attention, etc.

Independence. The adequate development of gross and fine motor coodination enables a child to do more things for himself. This results in greater self confidence and happiness. Each year, the child becomes more resentful of adult domination and assistance. If a child does not develop the motor skills necessary to achieve independence, he can become dependent which can lead to feelings of resentment and inadequacy.

Good Self-Concept. When the young child develops good motor skills he develops a feeling of physical security which results in good feelings about himself as a person. It the child's motor skills are good he can explore the environment, ride tricycles, climb, run, jump, etc., without feeling afraid. This develops self confidence which can be generalized or transferred to other areas of development. The child whose motor development is inferior may hesitate to explore, to tackle a new problem. or enter a new situation. He may feel inadequate and insecure when engaging in physical activities. Also as the child grows older, he will not be able to compete equally with his peers and may experience group disapproval and ridicule which gives a child negative feelings about himself.

Socialization Skills. The development of good motor skills increases a child's opportunities to interact with other children. The child who can compete physically with his peers is usually included in group activities, whereas the child who cannot ride a trycicle, throw a ball, etc., is usually forced to play alone or with younger children whose motor skills are similar. Unfavorable social experiences in early childhood often result in negative attitudes that persist into adulthood. Children whose play skills result in social acceptance learn how to get along with people and to adjust to different social situations.

On a separate sheet of paper list and explain six reasons why motor development is important. When you have finished, compare your answers with the explanations given in the above section, "Importance of Motor Development."

CHARACTERISTICS OF MOTOR DEVELOPMENT

Many studies have been made of young children's motor development. From these studies, five important facts have been learned.

1. Development of muscle control depends upon maturation of the brain and nerve cells, the bones, muscles and changes in body proportion. When the child is born these areas are not fully developed. Through maturation these areas become sufficiently developed to enable the child to develop muscle control. The process of maturation begins at birth and continues until adolescence. The period in which the most rapid changes in motor development occur is from six months to eighteen months. During this time, the child learns to walk and move himself around without help.
2. Learning cannot occur until maturation takes place. A child cannot learn skilled movements until his nervous systems and muscles are developed well enough for him to profit from teaching. Forcing a child to learn a motor skill before maturation has ocurred, frequently causes a child to be nervous. The child may show his nervousness by nail biting, frequent bed wetting, stuttering, being overly concerned with neatness and cleanliness, etc. The damaging effects of forcing children to learn a motor skill before maturation has occured have been clearly shown in the area of toilet training. Becoming "toilet trained" is

more the result of the bladder maturing than it is teaching. Many children continue to bed wet after being "toilet trained" during the day because of immature bladder control. Gaining bladder control is primarily a motor skill dependent upon maturation of the bladder and muscles that control it, although appropriate training is also important.

3. Motor development follows several predictable patterns. First, muscle control and coordination develops in a head-to-foot sequence. This is demonstrated by the fact that children gain control of their head, shoulders, arms and legs before they gain control of the legs and feet. Secondly, parts of the body closest to the spine (e.g., trunk, shoulders) are controlled before areas away from the spine, (e.g., arms, hands, feet, legs). Thirdly, motor development proceeds from mastery of the large muscles to mastery of the small muscles. This sequence is shown by the fact that children learn to move and control large areas of their bodies (rolling over, sitting up, walking, throwing, etc.), before learning to coordinate and control smaller areas such as the hands and fingers. Fourthly, motor development follows patterns of excessive to minimum responses. When children first learn a motor task they tend to move large areas of their body. As the tasked is learned, smaller areas of the body are involved. For example, when a child first

learns to throw a ball, the whole body will be involved. Later however, the ball will be thrown in a more controlled and coordinated manner with the body and one arm involved in the task.

4. There are predictable stages in motor development. Although children may vary considerably in their rate of motor development, the order of development of the various motor skills tends to be consistent from child to child (e.g., sitting before standing, standing before walking, walking before running, reaching before throwing, etc.). This fact is consistent with what is understood about child growth and development in general.

5. Children vary in their rate of motor development. Although motor development follows a predictable sequence, children will vary in how fast they develop motor tasks. This is a result of individual differences in the maturation of the nervous system and muscles and in opportunities to practice certain skills. For example, with proper maturation occuring and much encouragement a child may be advanced in walking. But if proper maturation has occured and the child has been denied opportunities to handle and explore small objects, he may be behind in developing control.

Now that you have learned about five important characteristics of motor development, check your understanding of them by answering the following questions. Use a separate sheet of paper.

1. Development of muscle control depends upon maturation of the _____, _____, _____ and _____.
2. The process of maturation begins at birth and continues until _____.
3. Learning cannot occur until _____ takes place.
4. The damaging effects of forcing children to learn a motor skill before _____ has occured have been clearly shown in the area of _____.
5. Name three predictable patterns that motor development follows:
   a.
   b.
   c.
6. Although children vary considerably in their _____ of motor development, the _____ of development of the various motor skills tend to be consistent from child to child.
7. Children learn to _____ before _____ and _____ before _____.
8. Children vary in how fast they develop motor tasks as a result of _____ and _____.
9. The period in which most rapid changes in motor development occur is from _____ to _____.

SEQUENCE OF MOTOR DEVELOPMENT

Studies of motor development have given us approximate ages at which most children are able to control different parts of the body and perform certain motor tasks. This information helps us to understand how motor development takes place and in what order certain skills are developed. It is important to remember that because children vary in the rate in which skills are learned, they may develop some skills earlier or later than stated and still be "normal" in development. A knowledge of the sequence in which motor development takes place will help you identify where a child is in his development and plan motor experiences appropriate for the child's needs.

The following chart lists motor behaviors that can be observed from birth to six years of age. Study the chart and see if you can get "a feel" for how motor skills develop. See if any of the characteristics of motor development that were discussed earlier are apparent to you in the sequence of motor behaviors.

When you have finished reading and studying the chart, listen to the audiotape, Sequence of Motor Development. Keep the chart in front of you for easy reference as you listen to the audiotape.

SEQUENCE OF MOTOR DEVELOPMENT

Nothing is quite as helpless as a newborn infant. At birth, the infant is totally dependent upon others for movement and for care. He cannot talk, think, interact with others or move about. However, the infant is born with a small number of reflex-like sensorimotor abilities. He can grasp objects with some strength. He can lift his head high enough to avoid suffocation when placed on his stomach. He can suck, cry, glance a nearby objects, root with his mouth to find an object touching him near the lips, or jerk to attention when moved rapidly or when abrupt changes are made in sound or lighting. These simple abilities are not only essential to the infants survival, but are the basic abilities upon which other skills are learned.

At first these reflex-like abilities are initiated by circumstances outside of the infant, such as being touched or moved about, or the sudden occurence of loud noises or bright lights. As far as anyone can tell the infant has no conscious awareness of these abilities. However, as the infant repeats these abilities, he gradually becomes aware of them and will use them deliberately. As he becomes aware of them, the infant begins to coordinate these abilities. Something grasped becomes something to suck. Something seen becomes something to grasp. Something heard becomes something to look for. Something grasped becomes something to look at and suck. These early coordinated experiences are the child's first attempt at finding out about his world and are the basic elements of later learning.

The most dramatic changes that occur during the child's first year are in the area of motor development. The child moves from a helpless individual to one who can move himself about and explore objects around him. The child may or may not be walking alone by one year, but he will be able to move himself around by scooting and crawling. He will have a great interest in finding out about everything in reach. The development of motor skills enables the child to do this. Let's take a look at motor development during the child's first year.

The head and trunk area of the body are among the first body parts that the child learns to control. The child first learns to turn the head to either side while lying on his back.

By three-and one-half months of age, the child can lift and hold his head up in a verticle position and look around for periods of time. Between three-and one-half to five-and one-half months of age the child gains good control over his head.

Sometime during the fourth month, the child learns to turn his body to the side. Once the child learns to turn from side to side, he soon learns to turn from the back to the stomach position. Most children are able to turn from their back to their stomach by five-and one-half months of age. Once turning over is learned, you will observe the child doing this over and over again.

After five months of age, the child will learn to pull himself to a sitting position. By seven months of age most children will be able to sit alone although some may develop this skill later. Around eight months of age the child learns some form of crawling. Some children scoot themselves while others coordinate their feet and legs and arms and hands to move about. Either way is O. K. Learning to crawl is one of the most important behaviors of infancy. It marks the time when the child can move about without assistance.

Crawling is usually followed by climbing. The child will first learn to climb a height of about six inches. He may even climb on top of a low foot stool. Somewhere near eleven or twelve months of age a child may learn to climb as much as a foot at a time. Being able to lift himself/herself up off the floor is exciting to the child and he will practice over and over. Safety precautions are very important at this time. Also during this time, the baby will learn to pull himself up to stand. At first he will hold on to furniture, or a skirt, or pants leg for support. This is followed very soon by the child's learning to walk about while holding on to supporting objects. Again some children may not walk alone for several more months but this is "normal."

While the child is developing skills that enable him to control his head and move about, he is also developing skills that enable him to use his hands and eyes. If an object is placed in the newborn infant's

hand, he may grasp it for a short while or he may quickly drop it. If he drops the object, he will show no awareness that it ever existed. If he holds it, he will not look at it or gum it. Sometimes after five or six weeks, you will notice that the infant gives an occasional brief glance at his hand when it is in his line of sight. Each day the infant will spend more and more time looking at his hand. As soon as he becomes aware of his hands he begins to gum them and suck on them. This is a first step in curiosity and exploring. This is also the time when the child becomes aware there are two sides to his body. As the infant masters the use of his hands, it results in the deliberate reaching of objects and the coordination of reaching, grasping, looking, listening and sucking.

When the child is able to reach for and grasp objects, he becomes very interested in seeing what he can do to the objects. For example, a six-month-old baby will repeatedly drop objects over the edge of the high chair and watch to see what happens to them. He will shake objects, chew objects, throw objects, and bang objects just to see what happens. All of this activity increases the child's interest in things around him. By eight months of age the child may show an increased interest in small particles. You will observe that very small pieces of paper, food, dirt, etc., are noticed by the child when on the floor. It seems that everything is noticed by the child and everything becomes something to explore. Pots and pans, lids, door hinges, small containers, clothes

pins, spoons, toys, etc., all provide the child with opportunities to use eye-hand motor skills that are being developed and also opportunities to find out about things around him. Being given opportunities to explore increases the child's curiosity and interest in his world.

As the child learns to move himself about and learns how to handle objects and explore them, he also develops the ability to eat foods that are not liquid. This is a motor skill because it involves learning how to chew and swallow and to control facial muscles. As stated earlier, the child is born with the ability to suck. This ability becomes stronger as the infant sucks breast or bottle nipples and on his fists. When pureed foods are first given, the infant will suck it from the spoon. As less liquid foods are given, the child learns to gum them as he does everything that goes into his mouth. Sometime after six months of age, the child uses his lips and tongue to remove food from the spoon. The child learns that by closing his lips around the spoon the food can be removed more easily. Drinking from a cup held to the mouth is now possible. Since the child is reaching for and handling small objects at this age, he will also begin attempting to feed himself. He will put small pieces of food in his mouth and will hold his bottle to drink. The child may even attempt to use a spoon but will do so with much mess. His interest is more in seeing what can be done to the spoon rather than in eating.

During the child's second year of life (one to two years) the child continues to explore objects around him and to practice using his newly developed motor skills. Outdoor play and exploration become very interesting to the child at this time. He especially enjoys climbing, walking, running, although akwardly, swinging, water-play and straddling and walking four-wheeled wagons. The child engages in all sorts of activities that require use of the hands and fingers such as stacking blocks, marking with crayons held in palm of the hand, taking objects apart, putting objects together, putting thing in containers and emptying them. He spins wheels on small toy cars and trucks, turns pages in books and magazines, throws balls and places one or two pegs in a peg board. The child will be able to climb upstairs alone and walk up them holding onto a hand. He will learn to feed himself with less mess and to drink from a cup without help. Most table foods can be eaten by the child at this age although meat must be cut small. The one to two-year-old is a very active and curious human being that is aware of everthing around him. During this time he will learn to imitate motor actions such as brushing teeth, combing hair and washing face. This ability increases during the next year.

Between two and three years of age the child engages in activities very similar to those during the previous year. He runs, climbs, walks on tip toes, stands on one foot and balances briefly, jumps in place, rides a tricycle, kicks and throws a ball and walks downstairs holding

on to a hand. You will observe that the two to three-year-old will perform these activities with more body control and that he will spend a little less of this time in physical activity. During this age, the child becomes more involved with other children. You will also observe that the child experiments with objects in a more complicated manner. He stacks blocks in interesting ways. He places blocks side by side to make trains, fences and walls. He places pegs in a peg board and draws straight lines and circular lines after demonstration. As the child gets closer to his third birthday he will learn to draw a circle from a model. The two to three-year-old learns to dress and undress himself, except for fasteners and learns to go to the bathroom alone except for wiping. Bowel accidents seldom occur although bed wetting during nap time and at night may still occur. During play, the two to three-year-old will imitate more of the actions of those around him. For example, he will imitate scolding, spanking, and bathing the baby, cooking and washing dishes, reading the paper, going bye-bye, etc. This is an exciting age for a child to be.

The three to four-year-old has fairly good gross motor skills. He can walk up stairs alone alternating feet. He can walk forward and backward along a line on the floor. With practice he can also do this on a walking board. He can move spontaneously to music and can make simple motor actions like shaking, swaying, jumping, turning around, bending over, touching parts of the body, etc. He will follow a simple walking pattern on the floor. Fine motor skills may still

be awkward but are improved considerably during this age. The child between three and four learns to pour from a pitcher, roll, catch and bounce a ball, cut a fringe and a straight line with scissors, copy a circle, button, snap and zip, make things with clay and to put on shoes.

The four to five-year-old continues to be even more skilled at large muscle activities such as climbing, running, jumping, and riding a tricycle. He can throw and catch a ball or bean bag. He can also throw a ball or bean bag toward a target with fair accuracy. Fine motor skills improve noticeably during this age. The child learns to pour and spoon rice, beans, sand, etc., with minimal spilling. He learns to cut along a line and to cut simple geometric forms and shapes. He draws a line staying inside straight boundary lines. He copies a cross and builds more complicated things with blocks. At this time the child can set the table and eat without much spilling.

The five to six-year-old makes more noticeable progress in fine motor skills. Gross motor skills are well developed except for skipping which is learned during this time. The five to six year old learns to copy simple shapes and letters, cut simple shapes, place and paste accurately, trace around and inside stencils and make a line staying inside boundary lines that change directions. He will attempt tying his shoes and may even learn to do this by his sixth birthday.

If a child's motor development follows along the sequence presented and if he can perform the tasks with fair accuracy, he will have the motor skills needed to perform the tasks required in school. In closing, it should be mentioned that motor skills do not develop in isolation. They develop along with language skills, social skills, cognitive skills and self-help skills. It just makes it easier to understand a skill area if we can talk about it separately. Each human being is a complex and marvelous being and should be treated as such.

E R R A T A

Page 32 Guidelines for Using the Skills Checklist

Add: after first paragraph:

Each checklist is coded to indicate levels of performance of children's chronological ages 0 - 5.0 years of age. This will enable you to determine an appropriate beginning point when administering the checklist. It is not necessary to administer the items below a child's level of performance. The checklist begins at 0 years of age to accomodate teachers who have severely handicapped children in their classroom. The coding level of performance by chronological age is as follows:

Level I is for children 0 - 3.0

Level II is for children 3.0 - 4.0

Level III is for children 4.0 - 5.0

GUIDELINES FOR USING SKILLS CHECKLIST

The following checklist has been designed to help you identify where children are in the development of some specific skills. The cover page has space for identifying information and directions for coding as you administer the checklist. Since you will be checking each child's development, there is space at the top of the checklist for each child's name in your classroom.

Some important guides for administering the checklist are:

1. Observe and record each item on the checklist as you work with children individually, in a small group or in a large group as appropriate to the task being observed.
2. Divide up responsibility for observing and recording items on the checklist so that the teacher and teacher aide do not duplicate the observation and recording of the same items.
3. Identify and plan activities for those items on the checklist that require a formal situation in order for the task to be effectively observed, e.g., pointing to an object that matches a sound heard.
4. Identify those tasks on the checklist that can be observed and recorded informally throughout the day as children participate in various activities. Record the children's performance of those tasks as you observe them.
5. Use this checklist throughout the year to monitor each child's progress. Checking children's development is an on-going process.
6. Use the information acquired through the administration of the checklist to plan individual and group learning experiences for the children in your classroom. (See "Planning Effectively for Young Children in a Bilingual-Multicultural Environment," module III.)

GROSS MOTOR SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child can do the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

FINE MOTOR SKILLS CHECKLIST

Teacher: _____

Center: _____

Class: _____

MARKING CODE:

\+ If the child can do the task

\- If the child is learning to do the task

0 If the child cannot do the task

* Adapted from draft developed by Yolanda R. Molina

P O S T - T E S T

1. List and explain at least four reasons why motor development is important.

2. From studies that have been made of young children's motor development, list and explain three important facts that have been learned.

3. List at least six behaviors that are characteristic of the motor development of an infant.

4. Administer the motor skills checklist to at least eight children.

5. Explain how you would use the information obtained from the motor skills checklist.

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